

DENVER PUBLIC SCHOOLS
THOMAS JEFFERSON HIGH SCHOOL
COURSE SYLLABUS : 2014-2015
FALL SEMESTER

Course Title: Economics

Instructor: Mr. Selb

Instructors Available Hours: 7am -7:30am, 4th Period, and office hours

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Course Description:

This one-semester course provides an understanding of major economic systems, examines economic decision making, compares basic features of different economic systems, and emphasizes individual participation through the understanding of scarcity, choice, cost, and the role of labor and government.

Required Materials:

Text Book: None: supplementary readings and materials

Notebook of 100 pages or more, pen/pencil, highlighters, glue sticks and colored pencils.

Classroom Expectations:

RESPECT: All students will respect themselves, their community members and the learning environment.

READINESS: All students must attend class every day and ready to actively participate in daily activities.

RESPONSIBILITY: All students must accept responsibility for themselves and their actions.

***Active participation and preparedness is expected at all times!*

Electronic Policy: electronics may NOT be used in the classroom, unless instructed by teacher.

No food or drinks allowed in the classroom. Exception is water.

➤ **I have read and understood the School Wide Expectations**

Grading Policy

Assessment of your grade in this class will be determined using a variety of daily and homework assignments, quizzes, tests, projects and essays. All graded assignments will be given a point value that will go towards the final total points.

A = 100 – 90% **B** = 89 – 80% **C** = 79 – 70% **D** = 69 – 60% **F** = Below 60%

Attendance and Tardy Policy: Thomas Jefferson High School attendance and tardy policy will be adhered to strictly, including no make up work for unexcused absences or unexcused tardiness.

➤ **I have read and understand the following the attendance and tardy policy at Thomas Jefferson High School**

Make-Up Policy: It is the responsibility of the student to make up assignments and the responsibility of teachers to provide this make-up work via your wiki-page. All students should be allowed to make up work. The rule is days out plus one (school days) for make-up assignments. The distinction is that if they are excused absences students should be allowed to make up the work for full credit. If they are unexcused absences the student should be allowed to make up the work or receive the opportunity to demonstrate mastery of the same standard being measured on an alternative assignment. Teachers may decide to assign students partial credit for their work.

I have read and understand the following:

1. The attendance and tardy policy at Thomas Jefferson High School.
2. The course syllabus including all class rules and expectations as well as materials needed.

Student Name: _____ **Student Signature:** _____

Parent Name: _____ **Parent Signature:** _____

PLEASE SIGN THIS AND SEND IT BACK TO SCHOOL BY Friday, August 29th!

Outline of class: This schedule may be changed as the school year goes on.

| Week | Units | Concepts | Essential Questions |
|---------|---|---|---|
| 1 – 2 | Introduction to Economics | <ul style="list-style-type: none"> • Free Market • Three basic questions • Four factors of production • All economic systems face scarcity • Making a decision involves cost • Production Possibilities Curve | <ul style="list-style-type: none"> • How is marginal thinking used in determining societal and individual decisions? • What are some of the ways that the values of a society affect the goods and services it produces • What entrepreneurial idea would solve some of the world scarcity issues? |
| 3 – 5 | Free market in action | <ul style="list-style-type: none"> • Law of Demand • Law of Supply • Shifts in demand and supply • Market price • Role of government in a free market | <ul style="list-style-type: none"> • What is the government's role in a market economy • How is marginal thinking used in determining societal and individual decisions? |
| 6 – 8 | Measuring Economic Performance | <ul style="list-style-type: none"> • Gross Domestic Product • Unemployment • Inflation | <ul style="list-style-type: none"> • What is the government's role in a market economy • How does government activities influence the economy |
| 9 – 11 | Government in the Macro Economy | <ul style="list-style-type: none"> • Fiscal Policy • Government Budgets and types of taxes • Budget deficits and national debt • Federal reserve system • Monetary policy | <ul style="list-style-type: none"> • What is the economic impact of various monetary and fiscal policies that a government can use? • How do government activities influence the economy through taxation, policy, and Federal Reserve? |
| 12 – 13 | Money and Banking (<i>Personal Financial Literacy</i>) | <ul style="list-style-type: none"> • Money and the Banking System • Financial institutions and markets | <ul style="list-style-type: none"> • How does a consumer choose between investment options • Why is good credit history essential to the ability to purchase goods, insurance, and gain employment |
| 14 – 15 | Money and Banking (<i>Personal Financial Literacy</i>) | <ul style="list-style-type: none"> • Consumer Credit and Debit • Build assets and wealth • Invest for the future | <ul style="list-style-type: none"> • How can you develop short and long term financial goals and plans that reflect personal objectives • How does a consumer determine the accuracy, relevancy, and security of financial information • How do individuals alleviate financial risk |